Mexican Culture

Unit Plan

3rd Grade



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SIOPP Lesson Plan

**Language Arts**

**Theme**: Exploring Cultures **Lesson Topic**: Comparing Cinderella Folktales

**Major Goals and key Concepts**: Students will review what folktales are to understand how folktales can have different variations depending on who tells them and where they are told. Students will be introduced to a Mexican folktale of Cinderella along with an American version of the same tale to find their similarities and differences among each culture.

**Standards**: Language Arts

Listening: The student listens attentively and engages actively in various oral language experiences. The student is expected to:

A) determine the purposes for listening such as to get information, to solve problems, and to enjoy and appreciate

Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures

Writing: The student writes for a variety of audiences and purposes and in various forms. The student is expected to:

B) write to discover, develop, and refine ideas

Writing: The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:

A) generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts

Objectives:

Content: After reading and discussing the book Adelita by Tomie dePaola, the students will complete a ven diagram with at least 3 similarities between the Adelita story and the American version of Cinderella as well as 3 differences for each story.

Language: During the discussion and in their Venn diagram, the student will use key vocabulary words to communicate details and ideas about the story.

**Learning Strategies**: purposeful listening, discussion, and organizing

Cognitive Strategy: Students will notice details about the differences between the books Adelita and the American version of Cinderella to complete their Venn diagram.

**Social/Affective Strategy:** Students will participate in a shared discussion, enabling students to share their ideas, and practice the use of vocabulary words.

**Key Vocabulary**: similarities, differences, shawl, kitchen maid, merchant, and widow

**Material**: De Paola, Tomie (2002) *Adelita:* *A Mexican Cinderella Story*, New York: G.P Putnam’s Sons Ven diagram format

**Motivation**: Ask students if everyone in this class room is the same? What makes us all different? Select a student from the class and draw a Venn diagram on the board. Ask the student selected brief questions about his/her interest or background as well as mentioning your own (teacher). Ask the student questions to find similarities and difference. With the help of the class organize this information into a Venn diagram. For Example:

|  |  |  |
| --- | --- | --- |
| Student | Similarities | Teacher |
| He has a cat.  He is from Colombia | They both live in Lewisville  They both have a younger brother | She has a dog.  She is from Dallas, Texas |

**Presentation:**

1. Tell students that in today’s lesson, they will be completing a Venn diagram about the characteristics and similarities of a folk tale that is really well known like the fairy tale, Cinderella. Show students a copy of a Venn diagram, noting that the categories are Adelita and Cinderella. Discuss among your class about the Cinderella story as students are giving some points about the story the teacher will write them on the board. Once the Disney (American) version of the Cinderella story has been explain that different cultures have different ways of telling their story of Cinderella. Discuss and introduce the targeted objectives, stressing that they will need to listen carefully during the reading to recall different and similar characteristics to the *Adelita* Cinderella Story from the original Cinderella story. Before reading introduce and explain each vocabulary word because these might be words that the students haven’t heard of before. Lower proficiency students may need a handout with the list of vocabulary words with their definitions and the words used in a sentence to use for their own reference.

2. Hand out a copy of the Cinderella Venn diagram along with a sheet of paper for students to take notes as the teacher reads. Tell the students that the teacher will read a Cinderella story coming from the Mexican culture. Students will have to listen carefully for details about the story that are similar and different from the original version of the Cinderella story. Tell the students that you will stop and talk about the setting and illustrations throughout the book, so the students will have time to take quick notes of the details for later use. (It would be a good idea to make two columns with similarities and differences with the *Adelita* story to separate details and be able to refer to their notes when completing their Venn diagram.) Students will not complete the Venn diagram until after the reading and the class discussion. For students with limited proficiency allow them to draw or write one words that will serve as a reminder of the story.

3. Begin reading the book in deliberate pace, stopping to ask questions, and when key vocabulary words are used. When the key vocabulary words are used in the book stop and write them on the overhead and have them explain what they mean as well as use them in a sentence. Low proficiency students will have a handout with the definitions and sentences, but will have an opportunity to hear other ways to use the key vocabulary words in sentences. Have the students underline the key vocabulary word with a small post it and write them in their story word wall. Having the vocabulary words posted on the wall will allow students to learn them and use them in their writing.

4. Continue reading the book, stopping at any questions the students might have as well as vocabulary words they might now know. As questionable vocabulary words come up add them to your word wall after a brief explanation. Interrupting the reading to ask questions will focus the student’s attention of unique or similar details with other Cinderella text. Some questions will include:

1. How was the vocabulary word used in the story?

2. How did the prince know where Adelita lived? How did the prince find Cinderella?

**Practice**:

1. Answering the questions will allow students to add to their list of notes and have an opportunity to ask questions they might have about the story Adelita. Whatever questions aren’t answered from reading the book students will write them down on a sheet a paper to be incorporated and answered in another lesson.

2. Students will work individually to complete their Venn diagram. Model to the students how they will use their notes from the reading and the notes from the original Cinderella story that they had wrote down on the board in the beginning of the lesson to fill out their Venn diagram. The statements should be written in complete sentences. Students with low proficiency will be able to use one word descriptions along they are specific. For example:

|  |  |  |
| --- | --- | --- |
| Cinderella | Similarities | Adelia |
| Glass slipper | Married prince | shawl |

3. Students will need to use the some vocabulary words in their Venn diagram and underline them once they use them. Go over the vocabulary words again and have the students repeat after you. Encourage students to add more words into the vocabulary word wall to include in their Venn diagram. Encourage students to use the word wall for reference as they write in their Venn diagram.

4. Students should begin to work on their Venn diagram. Walk around to check their work and to assist low proficiency students. Ask questions to motivate children to think about other differences and similarities they haven’t thought about or written down.

5. After the completion of the Venn diagram, students will discuss what they wrote in their Venn diagram. Students will be encouraged to use at least one of the vocabulary words as they discuss their similarities and differences between the two stories to the class.

**Review/Assessment:**

After completing the Venn diagrams gather all the students together and ask them to share some of their similarities and differences they came up with. The students listening will determine if their comparison or contrast is valid. (Have students raise their hands if they used that comparison or contrast in their diagram.) Praise students for their use of vocabulary words and their use of English.

The completion of the Venn diagram will consist on the organization of similarities and differences found between the two books as well as the differences. I will not be grading on sentence structure due to students will lower English proficiency will have a difficulty writing sentences. Instead Ells will be graded on the content of their sentence. As long as the sentence contains one main difference or similarity in the appropriate column in their Venn diagram Ells will receive full credit. This diagram is to help students compare and contrast ideas and texts not if they can write complete sentences.

Students can be evaluated for their work using the following rubric:

|  |  |  |
| --- | --- | --- |
| Gives 3 differences for each story | 30% |  |
| Gives 3 similarities between the two stories | 30% |  |
| Underlining key vocabulary words | 20% |  |
| Using at least 3 vocabulary words in their Venn diagram | 20% |  |

Total possible grade to receive a Language arts grade is: 100%

**Extension**: After completing their Venn diagram they can illustrate one of their differences between both stories with their Venn diagram glued on the back. They can also complete a Venn diagram for other stories we have read in class or use in future lesson when I introduce other Cinderella stories from other cultures.

**Math Lesson**

**Theme**: Culture **Lesson Topic**: Learning Fractions with Tortillas

**Major Goals and Key Concepts**: Students will use tortillas as a manipulative to in order to help them learn and understand what fractions are and how they are used. The students will be able to see and learn how a tortilla, a type of Mexican bread, is used in this culture.

**Standards**:

Mathematics:

The student uses fraction names and symbols (with denominators of 12 or less) to describe fractional parts of whole objects or sets of objects. The student is expected to:

1. construct concrete models of fractions
2. compare fractional parts of whole objects or sets of objects in a problem situation using concrete models

Language Arts:

Listening: The student listens attentively and engages actively in various oral language experiences. The student is expected to:

A) determine the purposes for listening such as to get information, to solve problems, and to enjoy and appreciate

**Objectives**:

Content: After explaining, modeling, and working with fractions, the student will complete a fraction strip organizer using denominators from 2- 6.

Language: When completing the fraction strip, the students will use key vocabulary discussed during the lecture about fractions when explaining how they filled out their fraction strip organizer.

Social: During our introduction of fractions, the students will use their prior knowledge to give ideas of what other types of foods are cut into fractions.

**Learning Strategies**: listening, discussion, rehearsal, organizing, and cooperative learning,

Cognitive Strategy: Students will listen attentively to the story about fractions to listen what fractions are, how they are written, and what they show.

Social/Affective Strategy: Students will participate in a shared discussion discussing what fractions are and model how fractions can be identified using tortillas.

Key Vocabulary: fraction, denominator, numerator, a whole, one half, one fourth, one third

Materials: Pallotta, Jerry (2003) Apple Fractions New York: Cartwheel, note cards, fraction handout.

Motivation: When you are eating pizza would you want to get the same piece of slice as the other people eating the pizza? How can you decide up a pizza to where all the students in the class can have a slice without being bigger or smaller than the other slices of pizza. The teacher would have drawing of pizza on the board and she will pick a student from the class to come up and draw how he/she would divide up their pizza in 16 slices. As the student divides the pizza the students will double check if there are fifteen slices all the same size. If the student divides the pizza another student will come up to the board to see if they are capable of helping their classmate out.

For example:

The pizza

Presentation:

1. Tell the students that in today’s lesson, they will be learning about fractions and completing a fraction handout. Show students a copy of the fraction handout and explain to them that by the end of the lesson they will know how to fill the handout by using fractions. The targeted objectives will be on the board for all students to see we will briefly go over them, so the students are aware of what they have to do and what they will learn.

2. Give each student note cards ask the student to turn the note card on the side where it doesn’t have any lines and draw a piece of bread any kind of bread they would like. After giving the students 2 minutes to draw their piece of bread ask the students to show you their picture of their bread. Ask the students to look around them at their peers pictures. Ask if some of their classmates have the same type of bread like theirs or have something different. Show to the students your drawing of a piece of bread, which would be a tortilla. Explain to the students that all their pictures of breads are correct and that there are many kinds of bread and depending on where they are from and what they eat will depend on what they consider a piece of bread to be.

This is an example of the teacher’s note card:



3. Explain to the students that tortillas are type of bread used in Mexican culture. Tortillas are used in different Mexican dishes such as quesadillas, tacos, and burritos. I will show the students pictures of Mexican dishes that include tortillas in them. Ask the students if any of them had ever had a tortilla before? Have them explain what they taste like or look like? I will tell the students that they are going to work with tortillas today to learn about fractions.

4. Before reading the book ask for students to pay close attention to what a fraction is and how they are written? The vocabulary words will be written on the board for students to pay close attention to these words as the book is read. Begin reading the short book about fractions in a deliberate pace, stopping to ask questions when key vocabulary is introduced. Reread the sentence using the vocabulary word and then have the students repeat the word several times allowing them to get familiar with the word.

5. Continue reading the biography, stopping to discuss the information and to ask questions.

What makes a fraction?

What do fractions tell us?

What are the parts for fraction?

6. Once the book is read have a grand conversation about the book and about the fractions in it. Ask students if they knew what a fraction was before reading this book. Introduce the word Fraction with its definition on the board along with an example like a slice of pizza is a part of a whole pizza. From there we will continue to talk about fractions giving them other examples. Then look at what makes up a fraction, a numerator and a dominator. Define what they both were. All of these words would be added to the word wall for the students to know how to spell them and be able to use them whenever they need to. Now ask the students what it means when they have a half of a sandwich or a cookie? The students will respond that they only ate one part of the pizza. Rephrase that response by saying you only ate one part of the whole, which will be written like ½ because you ate one part of the total of 2 pieces that you had of the sandwich. Have the students write one ½ and draw a picture on a sheet of paper that would show them eating one half of a whole pizza. For low profiency students hand them a sheet of paper that has a picture of a ½ of pizza being eaten. The handout would consist of:

½

7. Go on and explain to the students what one fourth, one third and one fifth are and how they are written. For example, what if the students had a whole pizza but it cut in three slices and they ate a slice or what if the pizza was cut in four slices, or five slices. How would the pizza look if one slice was taken away from the three slices? How would the fraction be written? As student show finish their drawing go over why that particular part of the pizza was colored in and why the fraction was written 1/3 instead of 3/1.

Practice/Application:

1. As independent practice for the students, each student will be given 3 12` tortillas to show how to make these fractions by cutting them into parts. Low profiency students will have their handout to assist them on how the fractions are cut. Write on the board the fraction ½ the student will have to cut out their tortilla to show what one ½ looks like. Have the students identify the numerator and the denominator in the fraction. It would be a good idea to go over what the numerator and denominator are again before having them identify them.

2. Once every student is done the correct answer will be modeled for the students to check their cutting. This allows them to become familiar on what fractions look like and what the numerator and denominator are.

3. Students will be asked to sit with a partner (preferably matching non-native with native English speakers) and give them a copy of the fraction strip chart. This chart will allow them to see that fractions don’t always have to be in the shape of a circle they can be represented in other ways too. Model on what the students must do on the handout, which they will have to look at the strips on the paper to figure out what the fraction is that is being shown through the strips. Tell the students that they will work with their partners to complete this handout.

This is an example of the worksheet:

Write the fraction for the following strips:

\_ex: 1/2\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_

4. Once the students are done they will have to go back and label the numerator and the denominator on each fraction. Walk around to check their work and to answer questions and scaffold the process.

Review/Assessment:

After completing the handout, gather all the students together and ask them what they learned today through this math lesson? Commend students on their use of the key vocabulary words as they respond. Encourage students to make connections between events or activities in their lives where the used fractions without even knowing it.

Learning about fractions can be a tough math concept to learn for all children, but especially for Ells who have a more difficult time understanding the concepts being learned when there is a lecture involved that’s why it’s important for them to have visual to go along with what is being discussed for Ells to be able to see and have some form of understanding of what is being taught and said in class. Having a personal handout for Ells to have offers them a resource to use throughout the activities done in class as well as reliable resource to go back and look at when they are at home. Also having the key vocabulary words up on the wall will enable them to have a form of resource to fall back on in class. By looking at the word wall it gives lower proficiency students the practice they need to learn how to spell and say these vocabulary words correctly.

Students can be evaluated of their work using the following criteria:

Checklist:

Criteria Grade

|  |  |  |
| --- | --- | --- |
| Having the correct  Fraction along with each strip | 50% |  |
| Labeling the numerator and denominator | 10% |  |
| Identifying correctly on each fraction what the numerator and denominator is | 35% |  |
| Completing the handout | 5% |  |

Total possible points: 100%

Extension:

Students can use tortillas to learn other fractions like 2/3, 2/4, and so on. Students can use the same process using the tortillas to show different fractions.

**Social Studies Lesson**

**THEME:** Where do we live?

**LESSON TOPIC:** How communities are different

**MAJOR GOALS AND KEY CONCEPTS:** The students will share with their classmates how their community is different from other communities they know about. When the lesson is over students will learn everybody has different backgrounds but still have things in common with each other. Students will have visual materials like pictures that will help them use their imagination to comprehend what their classmates will be talking about.

**STANDARDS:**

(2) History. The student understands common characteristics of communities, past and present. The student is expected to:

B) compare ways in which people in the local community and communities around the world meet their needs for government, education, communication, transportation, and recreation, over time and in the present.

(4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:

(B) compare how people in different communities adapt to or modify the physical environment

D) identify and compare the human characteristics of selected regions.

**OBJECTIVES:**

Content: After reading a the book of Winter Barn and discussing where the story takes place, comparing it to the community children live in right now. Students will be given pictures of different community settings and will study different areas. Where those communities are located ex.: near a lake, river etc; What type of food grows in those communities or is most commonly used.

Language: Students will divide into group of 5-6 children and will be asked to make a list of characteristics of the community in the picture they have for example looking at similarities and differences and writing them down.

Social: While writing down the characteristics in the pictures will use language and share different perspectives that will help them understand each other as a group and a community.

**LEARNING STRATEGIES:**

Cooperative learning, organizing, and discussing.

Cognitive Strategy: Students will need to use their knowledge about different parts of the world’s climate to better describe the pictures.

Social/Affective Strategy: Students will participate in a shared discussion and will have to work together to come out with the different characteristics.

**KEY VOCABULARY:**  perspectives, habitats, communities

**MATERIALS:**

Marker (1)

1 large sheet of paper (Venn diagram)

Post-it Notes – medium sized (1pad)

Postcards/pictures of communities (students may bring in their own)

Masking tape or scotch tape

Ripley, Dorothy. (1994). Winter Barn. New York: Random House.

**MOTIVATION:** Ask students what they have learned of other communities. What did they like from other communities that they don’t have? What they was most interesting to learn about, different places, food, weather etc? Select a student from each group to write on the board what their group thought was most interesting of the community they got.

**PRESENTATION:**

1. Tell students today we are going to learn about different communities in the world, we will talk about the food they eat, their location in globe. We will do a Venn Diagram to discuss similarities and differences as a group. All of us in this classroom come from different backgrounds and customs and today we are going to be able to share with everybody something about ourselves that is similar and different from other communities.
2. Ask students to seat in the rug or the story telling part of the classroom and will read to them Winter Barn. Aloud to the class and explain that they should pay special attention to the characteristics of the community in which the story takes place. After the book has been read, allow some time for discussion between the students. Ask questions such as:
3. Where do you think the story took place?
4. What makes you think that?
5. What were some of the characteristics of the community?
6. What type of community was portrayed in this book?
7. How is this similar/different from the community you live in?

**PRACTICE/APPLICATION:**

Once the discussion has taken place, divide the students into several groups, consisting of about four students each. Give each group a photograph or postcard of a community. Use as many different community settings as possible so the students will be studying different areas. Ask the groups to make a list of characteristics of the community that is represented on the postcard. Allow 10 minutes for the children to work in their groups. If the students have trouble listing characteristics, they could answer the questions listed above. Once the students have completed their lists, each group should share the picture and the list that they created, one group at a time. After each group has shared emphasize several points:

1. Communities are in different places. (near a river, lake, ocean, mountains, deserts)
2. Communities are known for different things. (growing food – wheat grown in Kansas, making things – automobiles made in Detroit, MI, beauty – Mt. Rushmore, Rocky Mountains)
3. Some communities may be known for raising crops or livestock, for mining, for lumbering, or for fishing. Some communities are huge business areas and communities located in beautiful places often become tourist resorts.
4. Amish communities are very different from most other communities in the world. (possible, depending on your classroom students)

**REVIEW/ASSESMENT:**

Tape the large sheet of paper onto the wall, using scotch/masking tape and overlap two circles. Label one circle “My Community” and the other circle “Other Communities”. As students give you ideas as to the difference between their community and others that they have visited or have knowledge about, write the idea down on a Post-it Note. Use a marker to write with so the students can read what ideas have already been given. Once an idea has been given, write it down and post it under the corresponding circle. Discuss what differences/ similarities the communities have. Ask the students to give some characteristics of different communities. Discuss why the characteristics are similar/different.

The students should complete an exit slip, describing what they learned in the lesson. What they write about is up to them as long as they tell me about three things they learned from the lesson. However, it does need to pertain to the lesson.

**EXTENSION:**

Read aloud an article about Amish communities. Discuss how these communities are different from most other communities. This may not be appropriate in some classrooms.

**Technique:** Venn Diagram

**Goal:** Recognizing that culture involves similarities and differences.

**When to use:** Venn Diagrams help students have a more extended knowledge of two concepts, because they must be attentive to similarities and differences in both concepts. In this case it

**Procedures:** After reviewing two different concepts that may have similarities, go over all the general and specific characteristics of each one, then compare them. Children can first do it individually and then as class, for them to demonstrate there own knowledge of the concepts.

**Ideas for using:** When wanting to know if students are understanding the concepts, helping them describe in a more detailed way what they have learned. Venn Diagrams is a different way writing a summary of an acquired knowledge.

**Source:**  Unknown

**Science Lesson**

**THEME:** Tortillas Vs Tortillas

**LESSON TOPIC:** Different cultures have different tortillas

**MAJOR GOALS AND KEY CONCEPTS:** Students will review three different types of tortillas, and in what places or countries they are most commonly used. Students will learn that tortillas are not only from Mexico and that they are made in different ways depending the culture. Students will predict how they think tortillas are made by using the scientific method and will get to choose between three different recipes to make one, following instructions and safety rules when using the stove to cook them.

**STANDARDS:**

(1) Scientific processes. The student conducts field and laboratory investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:

(A) demonstrate safe practices during field and laboratory investigations

(2) Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations. The student is expected to:

(A) plan and implement descriptive investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment

(7) Science concepts. The student knows that matter has physical properties. The student is expected to:

(B) identify matter as liquids and solids

**OBJECTIVES:**

Content:After reading the book of the first tortilla and talking about the Mexican tortilla, children will be divided into teams of four children and will try to guess what is a Spanish or Espanola tortilla and write at least 5 sentences with the help of two native English speakers in the team describing how they think its made of.

Language: After predicting, children will be given the three different recipes and will write down five unfamiliar words they found in the recipes and use the dictionary to learn the definition. And will be expected to find the difference between the action words in each recipe and find what they have in common.

Social: Students will read about different countries’ food and will be able to describe and appreciate other cultures food. Children will have a better understanding about the differences between tastes in food with their classmates.

**LEARNING STRATEGIES:** Organizing, discussing with peers to get to an agreement, cooperating to finish a group assignment, reviewing attentively each word in the recipes.

**KEY VOCABULARY:** masa, knead, gluten, comal, frothy

**MATERIALS:** The first tortilla book by Rudolfo Anaya, 3 different recipes, construction paper, bowls, tablespoons, teaspoons, cups, and ingredients of each recipe. (depending on the number of teams). Pictures of different plates of food from different countries.

**MOTIVATION:** Ask students to tell you what are their favorite foods, and what country they would like to visit. Write on piece of construction paper the name of the country and a make a drawing of the type of food they think people eat in that country. After that children will present it to the class and at the end, answer the next question; if you where the first person to make a new plate in your country what would it be?

**PRESENTATION:**

1. Tell students today we are going to talk about different types of tortillas, and what countries eat tortillas. Show students the book we are going to read and ask them what kind of tortilla do you think was the first tortilla? Listen carefully to the story specially to the ingredients of the tortilla presented in this book. After reading the story students will be able to say what type of tortilla it is, corn tortilla (Mexican tortilla).
2. Group students in teams of four people and tell them there is a different type of tortilla called the Espanola tortilla, and they need to write at least five sentences describing how they imagine it will be and what country they think its from. When finishing the teacher will give them the recipe of the Espanola tortilla and now they will have two recipes.
3. After looking at this recipes from two different countries I want you to write down on a piece of construction paper the name of a country you would like to visit and draw what kind of food you think they eat there. After you are done I want you to come to this side of the room and sit quietly on the rug and think about a kind of food plate you would like to create for your own country it cannot be something that already exists you need to do different combinations. When we are all gather around one person from each group will share their drawings and food plate they created.
4. Now go back to your tables and tell me what other kind of tortilla have you seen that is not corn tortilla or Espanola tortilla. There is a Flour tortilla too, here is another recipe for you to look at. With your teams gather all three recipes and using a highlighter underline different color marker circle all the action words in each recipe.
5. When students are done with the activity, tell children to clean tables with paper towels and wash their hands to get ready to cook. Give them a few seconds to decide what tortilla they would like to cook. Pass out the ingredients and tell them when they come and put them on the stove they need to be very careful not to burn themselves, and wait till they cool down to eat.

**PRACTICE/APPLICATION:**

1. After reading the book of the first tortilla, students will be required to remember the ingredients in the story, and compare them with the recipe the teacher will handout. And will predict and make a hypothesis of how a Espanola tortilla is made.
2. Students will write down sentences with their own words with the help of other classmates and will learn punctuation marks and new words. Students will learn a tortilla can be made in different ways depending the culture and country.
3. When children share what they think other countries eat, the teacher will have examples with pictures of food from different countries that will prove their hypothesis wrong or write. And by doing this activity the teacher will help student realize many times we can make assumptions from other countries from things we’ve heard or read and they are not always true. This activity will help students understand a little from other students background.
4. Students will learn different vocabulary even words in other languages, spelling and definitions. When students circle the action words teacher can write them down on the board for another lesson. When they are done with this and clean the tables to get prepared for cooking their tortillas they will be learning home cooking procedures.
5. Children will learn to follow procedures to make a recipe, organizing the ingredients, working in a team. They will learn safety procedures and while doing the recipe you can go over the concepts liquid and solid, how water being liquid transform to a solid and when putting the tortilla in the stove water evaporates and transforms into invisible gas.

**REVIEW/ASSESMENT:**

After having all the teams write down words that were unfamiliar to them as group, you can review them and place them in a word wall. Review with students some of the words may be in another language and can help them learn to look for the definition of words every time they read something they don’t know. When circling action words you can over them and find what they have in common and why they think they are action words.

When children make assumptions of the food in other countries, you can talk about costumes people may have in other countries that might be different from our own expectations and make another lesson about it. Help children understand each other even when coming by different countries and backgrounds you can have things in common like the tortillas.

When making the recipe you can talk about the ingredients that they hadn’t seen before or where their families use those ingredients and how they could be use in other things or how they can be similar to food they have tried before.

Students can be evaluated:

When writing 5 sentences predicting how a tortilla Espanola is made how they made the connection with their own background or with the recipe, 2 point per sentence if it made a connection with something. If student didn’t make a connection with something else there will be no point. And like a bonus to earn a point they might have lost with the sentences give a point to the team that figures out what country the tortilla Espanola comes from.

When drawing the food plate from their own creativity, check if they followed the instructions that it is something that doesn’t already exists, make exceptions if you really think the student didn’t know it existed. (10 pts) If didn’t follow instructions take off 5pts.

When finding unfamiliar words if they found a minimum of 5 words and all of them have the right definition give them 20 points. If one is wrong take off 1 point per word. When circling action words also look for a minimum of 5 words per recipe and if they have less than 15 words take off one point per word missing. If they found 15 action words give them 20 points.

When doing the recipe if children are following instructions and following safety procedures and following hygiene instructions give them 40 points. If they fail to follow a certain instruction or procedure, take 5 points off for each one.

**EXTENSION:**

Ask students to bring their favorite recipe from home with the help of their caregivers and in the classroom using the new vocabulary words, write them with their own words and share with their classmates. As group choose one recipe for the classroom to make or different ones per team.

**Technique:** Recipes

**Goal:**  Exploration of cultures involves combating common stereotypes.

**When to use:** Recipes can help children learn knew vocabulary words and action words for sure, children learn to follow instructions and the importance of reading step by step and understanding what each word means.

**Procedures:** After studying the topic help students create their own recipes of things they like using action words (verbs) properly. Look for different words that mean the same thing. When having a recipe you can help them investigate if depending in the countries are they made differently.

**Ideas for using:** Just like they learned to look for action words maybe look for words in different tenses or with ing etc.

**Source:** Unknown

**Spanish or Espanola Tortilla**

**Ingredients**

* 6 medium potatoes, diced
* 2 small onions, coarsely chopped
* 1/2 teaspoon salt, plus 1/2 teaspoon
* 2 tablespoons sunflower oil, plus 2 tablespoons
* 7 eggs
* 1/4 cup milk
* **Directions**
* In a medium bowl mix the potatoes, onions, and 1/2 teaspoon salt by hand.
* Heat 2 tablespoons of the oil in a large non-stick frying pan. Fry the potatoes and onions on low heat and cover with a lid for 5 minutes to let them soften. Turn up the heat for another 5 minutes until golden brown. Remove from the stove and drain off any excess oil.
* Meanwhile break the eggs into a medium bowl. Add the remaining salt and milk and whisk vigorously until frothy. Add the potatoes and onions to the eggs and mix until fully integrated.
* Clean the frying pan and return to stove.
* Heat the remaining 2 tablespoons of oil on a high heat and pour in the mixture, moving it around in the pan to help the tortilla to rise. Fry until golden brown, stirring occasionally until it has set. Then turn down the heat to allow the inside to cook. After a few minutes turn up the heat in order to brown the tortilla.
* When it's cooked place a large plate over the frying pan and flip the tortilla onto it. Return to the pan and fry the other side until golden brown.

**Corn Tortilla**

**Ingredients:**

* 2 cups instant corn flour (masa harina)
* 1 1/3 cups warm water

**Preparation:**

Heat griddle (preferably non-stick or seasoned iron) over medium heat and have ready.

Mix corn flour and warm water to form soft dough. Pinch off pieces and form into smooth balls with the palms of your hands. Keep remaining dough covered with a damp cloth to prevent drying.

Open tortilla press and lay a plastic sandwich bag on the bottom half. Place ball of dough on the plastic, a little off-center, towards the hinge of the press. Place another sandwich bag on top of the ball and flatten slightly with your hand. Close the press firmly, then open. Dampen hands with a little water. Peel the top bag off the tortilla, then lift the bottom plastic bag up with the tortilla still on it. Transfer the tortilla, dough side down, to your dampened hand. With free hand, carefully peel the bag off the dough.

**Note:** If the dough is thick and grainy, a little more water may be needed. If it sticks to the plastic or your hand, it is too wet and a little more flour may be added. Always keep hands damp with water when handling dough.

Place the tortilla on the hot griddle and cook turning only once, like a pancake. This should take about 2 minutes.

**Flour Tortilla**

**Ingredients**

3 cup all-purpose [flour](http://whatscookingamerica.net/Bread/FlourTypes.htm)  
2 teaspoons [baking powder](http://whatscookingamerica.net/Q-A/BakingPowder.htm)  
1 teaspoon salt  
4 to 6 tablespoons lard or vegetable shortening  
1 1/4 cups warm water (approximate)

**Directions**

In a large bowl, blend the flour, baking powder, and salt together. With a pastry cutter (unless you are one of those, like my teachers, who always used their hands) cut in the lard or shortening. You want these ingredients to cling together slightly and hold a form when squeezed in your hands. If the mixture crumbles, you do not have the shortening mixed in well or have too little (if it makes a hard clump them you need more flour and less shortening).

Add the water all at once and mix the dough quickly with a fork or by hand until the dough forms a mass. Work it in the bowl, moving it around the sides to pick up any flour remaining in the bowl. Knead the dough by folding it in half, pushing it down, and folding again. It should take about a dozen folds to form soft dough that is no longer sticky.

Cover the dough with a towel or plastic wrap to let it rest for about 5 to 10 minutes while your comal is heating. Allowing the dough to rest lets any of the liquid absorb into the flour, which will give you a softer tortilla after cooking.

Take your ball of dough and begin pinching off 1-inch diameter balls. Knead each of these into a tight ball by folding them over with your fingers, turning and repeating until it is shaped like a fat disk. Place it to one side of the mixing bowl and continue to do this until you have used all of the dough.

Before rolling out the tortillas, allow the dough balls to rest at least 10 minutes. This will permit the gluten to relax and make them much easier to shape and roll.

 On a lightly floured surface take one of the dough balls and begin to roll it out. To keep a somewhat round shape, roll one directions, make a 1/4 turn and roll again, make another 1/4 turn and roll. Continue to roll and turn until you the dough is about 1/8-inch thick and 8 to 10 inches in diameter.

Heat your Comal over medium to medium-high heat until drops of water “dance” when dropped on the surface. You might have to increase or decrease the heat after you cook your first tortilla, but you should be able to tell if the tortilla is cooking too fast on the outside and still raw on the inside, or increase it if your tortilla is taking more than 30 seconds to begin to “puff” when placed on the Comal.

SIOPP Lesson Plan

**Social Studies Lesson**

**Theme**: Mexican Culture

**Lesson Topic**: appreciating two major holidays in the Mexican Culture

Major Goals and Key Concepts: Students will review two major Mexican holidays, Cinco de Mayo and the day of the dead. Students will have understand and respect the Mexican culture to what these holidays represent to them and their culture.

**Standards**: Social Studies

Culture. The student understands ethnic and/or cultural celebrations of the United States and other nations. The student is expected to:

(A)  explain the significance of selected ethnic and/or cultural celebrations in Texas, the United States, and other nations such as St. Patrick's Day, Cinco de Mayo, and Kwanzaa; and

(B)  compare ethnic and/or cultural celebrations in Texas, the United States, and other nations.

Writing: The student writes for a variety of audiences and purposes and in various forms. The student is expected to:

B) write to discover, develop, and refine ideas

**Objectives**: After researching on a specific Mexican holiday, students will have to complete a web chart addressing the six components they are suppose to find for their specific holiday whether it’s Cinco de Mayo or the day of the dead, they will have to identify the day that the holiday is celebrated, who celebrates this holiday, why do they celebrate it, how is it celebrated, and where is the holiday celebrated.

Language: In their web charts and in our discussion, students will use key vocabulary discussed in class.

Social: During the research and presentation time, the students will use language that show respect towards how the Mexican culture believe in.

**Learning Strategies**: cooperative learning, organizing, presenting information, and discussion

Cognitive Strategy : Students will take notes as they find information about their particular holiday to help complete their web chart that serves as a graphic organizer.

Social/Affective Strategy: Students will work with a partner to do their research and complete their web chart, enabling them to ask questions, seek information, and provide details. A class discussion will follow after all students have presented their findings.

**Key Vocabulary**: fiesta, Independence Day, Dia de los Muertos, tradition,

**Materials**: the internet, copy of web chart, notebook paper, computer classroom

Motivation: Ask students to name five holidays that are celebrated in the United States? Have them explain why they are important to our country? Ask if all the holidays the students mentioned are celebrated everywhere in the world and in the same way the students do? For instance, Fourth of July ask the students what they celebrate on the fourth of July. Ask students to generate a short list of characteristics that define or happen on the fourth of July on the following questions: When is this holiday celebrated?

* When is this holiday celebrated?
* Who celebrates this holiday?
* Why does this group celebrate this day?
* How is it celebrated?
* Where is this holiday celebrated?

Show students that these characteristics can be organized in different ways to show that they all define what the fourth of July is. For example:

**Presentation**:

1. Tell students that in today’s lesson, they will be completing a web chart about the holiday Cinco de Mayo, or the Day of the Dead. Tell the students that their web chart will be a lot similar to the one we did together in class on the Fourth of July holiday. The same questions will be used to find the information on their particular holiday. Since we have been talking about tortillas this week students must find a tortilla dish that is eaten during this holiday as one of their ways this culture celebrates this holiday.

2. Ask students to sit with a partner (preferably non-native with native English speakers) and give the both a copy of web chart. Each set of partners will be given a choice to choose between doing their research on the Cinco de Mayo or the Day of the Dead. The students must choose only one holiday to do their research on not both.

3. Remind students that from our previous researching skills it’s important to take notes as you find important pieces of information, so they will be able to write down in their web chart once they are done to cover all the questions they are suppose to find.

4. Assign each pair of student a computer and ask each pair what holiday they have decided to do their research on. Depending on what the student’s choice is will depend on the websites they are allowed to go and find their research. Each pair of students will be given a handout with five websites that deal with their particular holiday to find their information along with the six questions they are suppose to cover in their web chart.

**Practice/Application**:

1. Students have done research in the past but it’s important to remind them that when doing research it’s important to take notes once they have found what they are looking for, so they won’t forget. Tell students that taking notes will help them organize their information into their web chart once they are done with their research.

2. Students will need to use vocabulary words that are listed on key elements in these two holidays. Rehearse these words again to the class, so students will have a true understanding on what these words are, how they are pronounced, and how they are written. Every time the write a vocabulary word on their web chart it will be underlined to show that the students have acknowledged that the word is a vocabulary word. Ells will have the opportunity to integrate all their language skills to learning these vocabulary words. Tell students that once they have filled out their web chart we will come together as a class and discuss what the students have found that way everyone will have an opportunity to learn about these two holidays in the Mexican culture. Also their web charts will be put up on the classroom wall for them to look at whenever they have time to see the similarities and differences between these two holidays.

3. Students should then begin their work in pairs. Walk around to check to assist them with any questions or difficulties the students might have.

**Review/Assessment**:

After students have completed their research and are filling out their information in their web chart they are required to write their information in complete sentences. Ells will be allowed to write simple one or two word answers like the example we did on the Fourth of July. Depending on the student’s profiency in the English language they will be asked to give one characteristic that they found on the holiday he/she researched on. Ell will be guided if they have trouble giving one characteristic to share with the class. For example:

Teacher: When is the Day of the Dead celebrated Jose? Student: In November Teacher: Good in November! What day in November? Student: the 1st Teacher: Yes the Day of the dead is celebrated November 1st. Is that the only day it’s celebrated? Student: No Teacher: What other day is it celebrated? Student: the 2nd Teacher: Yes the Day of the dead is celebrated on two days November 1st and 2nd.

Students can be evaluated of their work using the following criteria:

Use the following checklist rubric to evaluate how well students filled out their web chart, answered each question that was required, worked with in pairs, researched important facts about a Mexican holiday, and participated and presented a unique aspect of that celebration in our class discussion.

Objectives Possible Grade Student’s Grade

|  |  |  |
| --- | --- | --- |
| Worked well with pairs | 5% |  |
| Completed web chart | 5% |  |
| Found at least one fact about to every question asked | 50% |  |
| Presented at least one finding of their research | 25% |  |
| Used at least one vocabulary word in their web chart | 15% |  |

Total possible Social studies score of: 100%

**Extension**:

Students can use their web chart as notes to write a paragraph on explaining the Mexican holidays of Cinco de Mayo or the Day of the Dead. They can also do a web chart on the holiday that they didn’t choose before and do research on it.